



Compton Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Compton Primary School Number: 724

Partnership: Blue Lake

Name of School Principal:

Jennie Elliott

Name of Governing Council Chair:

Curtis Boyd

Date of Endorsement:

19/2/18

School Context and Highlights

In 2017 we started the year with 101 student enrolments. Classes remain as R/1, 2/3, 4/5, 6/7. Many families live in Mt Gambier and have chosen to send their children to the school. In term 4 it was necessary to keep new enrolment places for school of right families to prevent high numbers in the JP classes. As 16 year 7 students graduated and some families now taking up options closer to home the enrolments will start at 91 in 2018.

There were 6 Tier 2 funded students and supported with extra SSO time. There were no indigenous students enrolled in 2017.

There continued to be many highlights that are highly valued by the school community. These included: Swimming, Small Schools Sports Day, Footsteps, Sporting Schools Program, Auskick, Out of school sports, SAPSASA and Cross Country participation. Bookweek, Morning tea with the Principal, Premiers Reading Challenge, Cows Create Careers, Lego League, Education Summit, Choir, Lions Mad Minute and Debating Eisteddfod. The year concluded with the Mt Gambier Christmas Pageant, Year 7 fun night and the Graduate and Awards night.

Governing Council Report

Firstly I would like to welcome our new Principal Bec Keeley as she takes on her new tenure. I am sure Bec will bring a positive attitude to the school and also a stability that has been missing for a few years.

I would like to thank all the staff, sso's, parents, grandparents, volunteers and anyone else who helped Compton Primary School throughout the 2017 year. I would also like to congratulate the School Captains and Vice Captains for 2018.

I would like to thank all the parents and staff that take time to be part of the Governing Council although we are only a small group I hope that we are helping in shaping a school that is heading in the right direction.

In 2017 we saw fantastic results in Mad Minute and debating and another award in the Christmas Parade. We also had students represent the school in various SAPSASA events.

The school continues to sit around that 100 student mark which does cause a bit of work for the teachers with some split classes but with our great staff we see some great NAPLAN results.

Compton continues to do well in after school activities and Saturday morning sports combining with other schools in some sports to make up team numbers.

Students and staff also attended events like ANZAC Day and Remembrance Day and also participated in White Ribbon Day.

For a small school I believe that we give our students great exposure to many different events and learning opportunities.

2017 saw the changing of a few staff positions and the principal's position being offered for the start of 2018 with staff, students, parents and the Governing Council all looking for the return of some small school values that had drawn us all to Compton in the first place.

This year we also tried lunch days with school lunches being supplied from another school canteen, this seemed to be well supported by the school community and will surely go ahead again in the future.

The year ended with a school with a graduation night for our year 7 students and a welcome for new students.

Hopefully 2018 will continue the successes we are used to and I am sure Compton will continue to grow and move forward. It would be great to see the school revitalise The Fundraising Committee and also a Grounds Committee as these small groups form a great bond within the families of the school all working towards a common goal. I am sure with new leadership the school is in very good hands.

Thanks

Curtis Boyd

Improvement Planning and Outcomes

Targets and measures within the Site Improvement Plan continued to focus on strategies to improve NAPLAN results. In 2017 in Literacy this was prioritised as a higher % of students achieving in the upper bands in Reading and Writing. Students would show a 90% or above benchmark achievement in Reading and Writing.

In Numeracy, that results show a higher % of students in the upper progression levels.

Please see the included graphs and NAPLAN reporting in the School Performance Comment.

In addition the DECD expectation in Learning, Design and Moderation (LDAM) that all teachers will moderate learning tasks and assessments in collaboration to improve the learning opportunities for all students. This was done within the Small Schools Network, prioritising professional learning directions, especially collaborative moderation in Maths/Numeracy.

This will continue in 2018 with refinements so that teachers will be able to work in like year levels to collaboratively design formative assessment processes to find out more comprehensively what students bring to learning and to check for a deeper understanding of progress and inform of the next teaching steps. This will support the further development in teaching skills in the differentiation of Numeracy to cater for the wide range of student needs especially in a composite class.

Teachers practice included explicit teaching, modeling and sharing of student learning. They worked with students to set individual learning goals, promoting and encouraging dialogue so that students could identify and articulate how they could solve problems, improving their learning strategies. In Numeracy, multi-step problem solving, mental warm up activities and Ann Baker natural strategies were used in various ways R-7.

Targeted intervention strategies to meet the learning, developmental and well-being needs of students included 1:1 and small group support by the class teachers, SSOs and the Pastoral Care Worker.

Step 9 teachers led staff to map and agree on text types to be covered across all curriculum areas for all year levels.

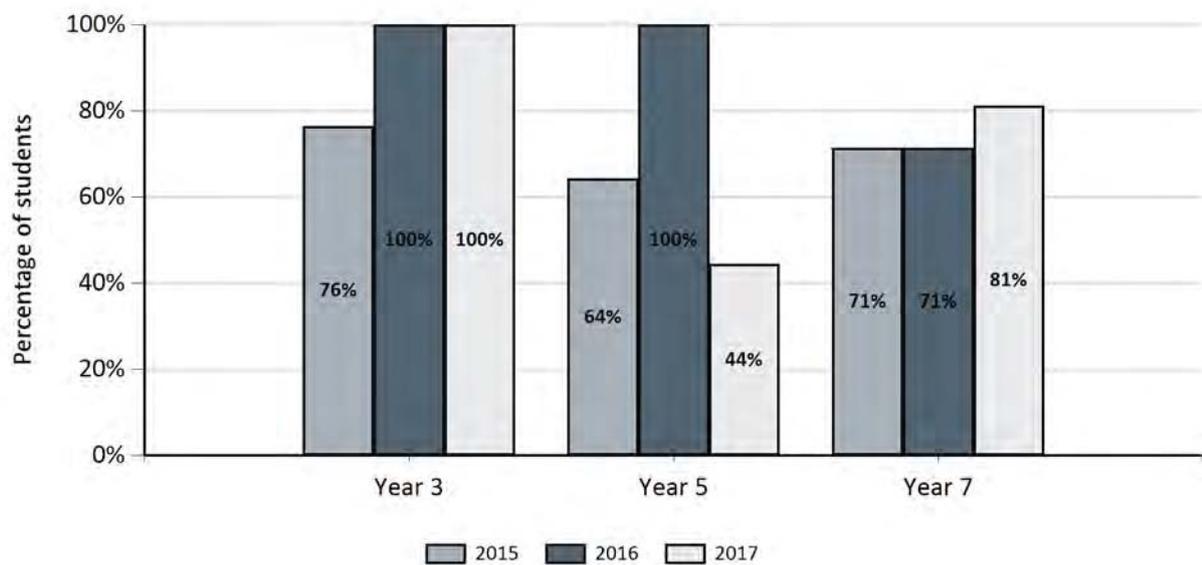
A STEM focus gathered momentum across the learning areas including coding using newly purchased Bee-bots, participation in Lego League and increased digital technologies.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

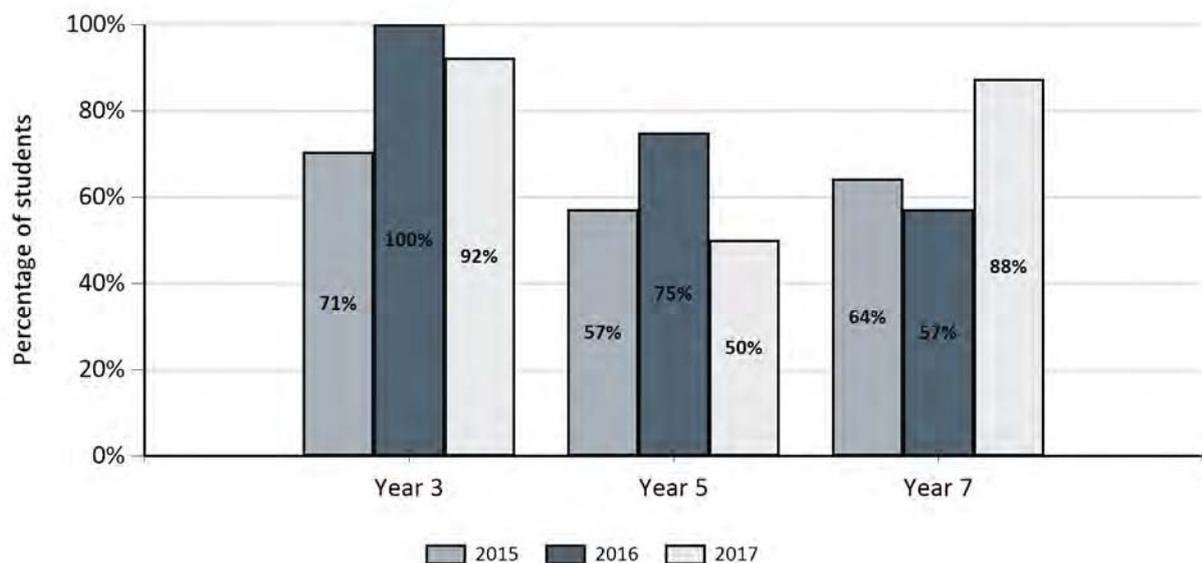
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	7%	23%	25%
Middle progress group	36%	31%	50%
Lower progress group	57%	46%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	7%	8%	25%
Middle progress group	43%	54%	50%
Lower progress group	50%	38%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	13	13	7	5	54%	38%
Year 3 2015-17 Average	13.3	13.3	6.7	6.0	50%	45%
Year 5 2017	18	18	3	3	17%	17%
Year 5 2015-17 Average	13.3	13.3	3.0	2.0	23%	15%
Year 7 2017	16	16	5	1	31%	6%
Year 7 2015-17 Average	12.3	12.3	4.0	1.7	32%	14%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN report. In year 3 there was a 100% participation rate of 13 students. The mean scores were less than 2016 in all five components of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy, yet higher than 2015 in all components except Spelling.

100% of students achieved DECD Standard of Educational Achievement (SEA) in Reading and 92% in Numeracy. 54% achieved in the upper two bands in Reading and 38% in Numeracy being less than 2016 and the 2015-17 average.

In year 5 there was a 78% participation rate with 4 students withdrawn impacting on the overall data.

The mean scores in all components were less than 2016 and 2015.

44% of all students enrolled at the school at the time of NAPLAN achieved DECD SEA in Reading and 50% in Numeracy.

17% achieved in the upper two bands in both Reading and Numeracy.

The progression of student growth from Year 3-5 in 2015-2017 in the upper two bands was 7% in Reading and Numeracy.

There was an increase in the lower progress group in both Reading and Numeracy.

In year 7 there was a 94% participation rate.

The mean scores in all five components were higher than 2016 and also higher than 2015 in Writing, Spelling and Grammar and Punctuation.

81% of students achieved DECD SEA in Reading and 88% in Numeracy.

31% of students achieved in the upper two bands in Reading and 6% in Numeracy.

Student growth from Year 5-7 in 2015-2017 was 23% in Reading and 8% in Numeracy.

As a school that has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of students can cause large changes in percentages shown in previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year. DECD statement in Annual Report Guidelines.

Improvements need to be made so that students can achieve at their best, demonstrating growth in progression group data.

Attendance

Year level	2014	2015	2016	2017
Reception	90.7%	91.6%	94.8%	97.4%
Year 1	92.5%	93.0%	94.1%	96.1%
Year 2	98.0%	96.2%	94.9%	97.0%
Year 3	98.4%	96.6%	94.3%	97.2%
Year 4	97.2%	96.2%	93.8%	94.6%
Year 5	95.5%	96.0%	97.1%	92.7%
Year 6	93.6%	93.3%	95.7%	96.1%
Year 7	98.4%	94.7%	92.0%	93.7%
Total	95.2%	94.8%	94.6%	95.4%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

The total student attendance has increased to 95.4% from 94.6% in the previous year. Unexplained non-attendance is followed up by class teachers in the first instance. An increase in non-attendance may require further discussion with parents and a referral to the DECD services if necessary for further intervention and/or support.
A family holiday requires an approved exemption from school for the period of leave.

Behaviour Management Comment

There were two suspensions followed up with individual student plans for these students and others requiring a change in behaviour. There were increased levels of reported bullying and victimisation. This was also evident in the results of Wellbeing and Student Engagement Collection data. A police officer spoke to the primary classes about cyber safety. This was also revisited before the 6/7 camp.

A mobile phone policy was developed and implemented to eliminate the use of student personal devices during school hours.

Client Opinion Summary

The Parent Opinion Survey was not administered in 2017.

The DECD Wellbeing and Engagement Collection, previously known as the Survey of Wellbeing and Student Engagement was completed by 46 Year 4-7 students. This was a change from the upper primary class only in previous years. It gives an indication of the students' views, ranging in low, medium to high responses about their social and emotional wellbeing, engagement at school and experiences outside of school.

The highest percentages shown were
Emotional engagement with teacher 80%
Important adults in the school 77%
Friendship intimacy 73%
Eating breakfast 73%
Organised activities after school 73%.

Overall the results compared to the state average in the majority of questions. Students who indicated wanting help with issues were followed up by the staff and the Pastoral Care Worker where parental consent was given to be involved.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	7	87.5%
Unknown	1	12.5%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

All DECD screening is up to date. Staff are sent notifications to update all requirements for continued registration to work in schools. This is an individual responsibility.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	7
Post Graduate Qualifications	0

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	6.0	0.0	2.6
Persons	0	6	0	3

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$1,169,580.00
Grants: Commonwealth	\$5,300.00
Parent Contributions	\$47,099.00
Fund Raising	\$2,299.00
Other	\$11,954.00

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	Negotiated Education Plans were developed for all. Individual speech programs were implemented and reviewed regularly. Outsourced psychology assessments actioned.	Progress made in speech programs. Reports informed strategies for learning.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Extra SSO support was in place for individual students, small groups and general class support, particularly in Literacy, Numeracy and Digital Technology across curriculum areas. Intervention programs were implemented in MultiLit as required for individual students.	Integration of skills transferred to general learning. NAPLAN results improved in Yr 7.
	First Language Maintenance & Development	N/A	
Program Funding for all Students	Students taking Alternative Pathways Students with Learning Difficulties Grant	N/A	
	Australian Curriculum	N/A	
	Aboriginal Languages Programs Initiatives	N/A	
Other Discretionary Funding	Better Schools Funding	Contributed to SSO support in classes.	Higher SEA results in Yr 7. Maintained % in Yr3 Reading. Yr 5 % less.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Resourcing of Pastoral Worker's well being programs.	Successful Pastoral Worker review/ feedback. Requests followed up.